



Perkins Public Schools

1210 East Bogart Road
Sandusky, Ohio 44870

Carol Smith
Teacher

Chris J. Gasteier
Administrator

Tuesday, November 18, 2008
Date

Accounting I
Class Observed

OBSERVATION/EVALUATION FORM

The evaluation process at Perkins is to be a cooperative and continuous process. It is an opportunity for teachers and principals to demonstrate their competency, effectiveness, and responsibility in a collaborative effort to perpetuate the educational goals established by the district.

The evaluative instruments used have been developed to measure the elements used by teachers that create a positive learning experience for all students. The instruments were designed to be equitably administered and to measure professionalism not individual personalities.

Information to be included in the instruments is not limited to a specific observation. Information will be both Formal and Informal Observations.

The evaluation process must provide the framework which offers encouragement and resources to enable the staff person to develop and implement any agreed-upon improvements.

Exceeds District Standards (E) - Teacher is extraordinarily above the standard in this area.

Meets District Standards (M) - Teacher demonstrates a comprehensive understanding and is proficient in this area.

Improvement Recommended (IR) - Teacher must show positive change in this area.

Unacceptable/Improvement Required (U/IR) - Teacher is performing below standards and must show positive change in this area.

PLANNING

1. Correlate with Curriculum Maps or State Standards

Correlates objectives with school and district goals but allows for individual teaching styles	Curriculum map was not complete Is working on assessment map. Making progress.
Plans appropriate sequence of skills in correlation with state standards	
Organization of materials - i.e. seat work, supplies, A.V. equipment	
Objectives clearly defined in you individual curriculum map	

2. Variety of Instruction Techniques Applied

Adjusts physical environment to accommodate activity or individual needs	Good examples for insurance problems
Includes appropriate multicultural focus in lesson plans and instruction	
Considers abilities, interests, and present performance levels of students in planning	

3. Evaluation of Objectives Identified

Provides evidence that student progress and achievement is evaluated by using formative and summative assessments	Collected work
Evidence of collected assessment data is used to adjust planning	

4. Utilizes Support Personnel - i.e. library, community, agencies, substitute teacher etc.

Consults with previous teachers, team leaders, department heads, consultants, and specialists to improve the teacher-learning process	Working on business objectives with BGSU Need to completely utilize computer programs for Accounting classes. Must have lesson plans available when you know you will be gone.
Seeks assistance from administrator when needed	
Makes effective use of instructional technology and materials	
Utilizes diagnostic information to analyze the needs and potential of students as supplied by support personnel	
Refers students to appropriate support personnel	
Organizes work so that substitute teacher/teacher assistants can function	

E	M	IR	U
		X	

INSTRUCTION/PRESENTATION

1. Evidence of Teacher / Student Interaction Time

Is aware of cultural diversity when communicating with students	<i>Repeats answers, asks for clarifications</i> <i>working on standards</i> <i>Thanks students for correct answers</i> <i>Asks students for their input</i> <i>Shows worksheet in one, rather than four sections.</i>
When asking a question, allows sufficient time for students to respond	
When students respond, makes frequent use of paraphrasing to indicate their comprehension of what the students have said	
Strives to assign tasks that are understood and designed to meet state standards	
Acknowledges student accomplishments with praise and/or reinforcement	
Assists students to evaluate their own growth and development	
Provides for the previous knowledge and abilities of the class based on collected data	
Incorporates student feedback in lessons	

2. Variety of Instructional Plans and Learning Activities Applied

Provides a variety of activities in keeping with the maturity and attention span of the students	<i>Keep students on task for entire class.</i> <i>Good examples:</i> <i>use more detail for those who do understand the lesson.</i> <i>Worked thru lesson with students.</i>
Helps students to develop acceptable work habits and study skills	
Helps students apply their experiences to life situations	
Uses differentiated instruction in carrying out teaching activities	
Provides a demonstration or application of the skills or concepts contained in the lesson, such as using examples or comparisons	
Encourages students to use problem solving and decision making skills	

3. Effective Evaluation Techniques

Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with state standards	<i>Continue to develop assessment maps.</i> <i>Edline should be updated every week.</i>
Provides students with prompt and appropriate feedback concerning progress and achievement by using all available means and technologies	
Evaluation is consistent with presented or assigned material	

4. Use of Whole Group Instruction, Individualizing for Practice

Recognizes and addresses individual student needs when appropriate, and encourages the development of individual interests and creative activities	willing to discuss questions & concerns w/ students.
Enables students to learn how to work independently and with group cohesiveness	
Strives to involve all students in group activities and encourages the participation of each student	
Provides opportunities for students to develop leadership Qualities	

5. Lessons are Structured: Beginning, Middle, End

Provides an overview of the lesson (Introduction)	Yes. Keep students on task entire period
Pacing is responsive and flexible (Presentation)	
Summaries and expectations are timely and concise (Closure)	
Makes efficient use of time allocated	

E	M	IR	U
	X		

CLASSROOM MANAGEMENT

1. Management of Student Behavior

Positively reinforces student progress and behavior on the basis of evidence	Positive comments made to student responses
Treats students equitably	
Sound level appropriate	Do not give keys to students to allow them in the room unsupervised 11/24/8 Definitely, very compassionate
Exercises discretion in criticizing individuals	
Classroom and school rules clearly defined and consistently reinforced	
Shows consideration for students who have personal problems or handicaps	
Disciplines students in a firm but controlled manner	

2. Development of Cooperative Learning Environment

Listens to students	Yes Students enjoy the classroom Be vigilant of all areas of the classroom
Fosters an atmosphere of mutual respect	
Makes self available for conferences with students	
Establishes appropriated control over the classroom situation and maintains it	
Requires the proper utilization and care of materials, equipment, and furniture	
Makes the physical environment as safe and conducive to learning as possible	

E	M	IR	U
	X		

PROFESSIONALISM


1. Keeps Current with New Practices and Materials

Demonstrates best practices in subject areas	utilize AccountingIT programming. Working with BGSU on business standards
Demonstrates a sense of efficacy	
Incorporates district/building technology requirements	
Takes advantage of the opportunities offered to improve by attending workshops, summer school, professional meetings, and conferences; keeps abreast of the professional literature	

2. Record Keeping

Is prompt and accurate with reports as directed by administrator	Improvement needed.
Electronic grade book is kept up-to-date	
Monitors the progress of students in a timely manner	

3. Punctuality

Meets obligations on a timely basis	<div style="text-align: center;">  Yes. Late arrivals, Ex. 11/19/8 - 8:02 </div>
Reports to assigned duties, i.e. detention duty, bus duty, lunch duty, etc.	
Arrives and leaves school at appropriate contracted time	

4. Supervision

Helps to maintain total building discipline	<div style="text-align: center;"> Yes N/A Yes. </div>
Accepts a share of such assigned duties as hall or cafeteria supervision, etc., and carries out these responsibilities conscientiously	
Effectively supervises students during non-class activities	

5. Promotes Positive School/Community Relations

Shows interest in the school's community	Definitely a very strong area for the whenever asked w teacher, willing to meet and call parents.
Participates in school and district committees	
Shares in the evaluation of the effectiveness of educational programs	
Clarifies programs to parents and to the community if opportunities occur	
Recognizes and follows the established line of authority in case of student, parent or personal complaint	
Respects the ethics of the profession	
Teacher does not discriminate	

E	M	IR	U
		X	

COMMUNICATION

1. Involves Parents in Student Performance of Learning Activities

Parental communications is conducted in a courteous, positive and helpful manner	Yes. Speakers for classes
Communicates effectively with parents	
Invites parents to assist with school activities when appropriate	
Maintains confidentiality in relations with parents	

2. Collaborative Planning/Shared Decision with Department, Grade Level and Administration

Cooperates and is flexible with others in planning daily schedules	PHS/Briar mix/sharing. A department of one is difficult to share. Working on assessment map Yes
Participates in the development and implementation of school policies and procedures	
Shares ideas, materials, and methods with professional colleagues	
Participates in developing and modifying curriculum, instructional practices, procedures and administrative policies	
Interacts professionally with colleagues and staff	

E	M	IR	U
	X		

E	M	IR	U	
		X		Planning
	X			Instruction
	X			Classroom Management
		X		Professionalism
	X			Communication

Overall Commendation: Mrs. Smith has and continues to be a positive person in promoting Perkins Schools. She enjoys her students and they enjoy the contact with her. She firmly believes in the necessity of her content for high school students. She has made some progress on her assessment map for accounting.

Overall Recommendation: Grades need to be entered in a timely fashion, with regularity and consistency. Be wary of allowing students to use your keys or allowing them unsupervised access to classrooms. Utilize technology for your classes - Computer programs for Accounting II - to their fullest.

Teacher Rebuttal:

Aud Smith
Teacher

12/2/08
Date

Chris J. Hartman
Administrator

12/2/8
Date